

Forest Heights Elementary

2500 Blue Ridge Terrace
Columbia, South Carolina 29203

Grades	PK-5 Elementary School	
Enrollment	491 Students	
Principal	Dr. Cynthia Cash-Greene, Interim Principal	803-691-3780
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	74	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

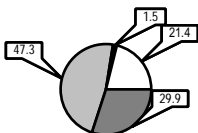
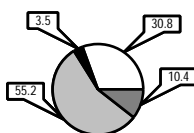
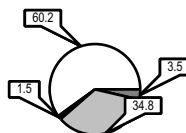
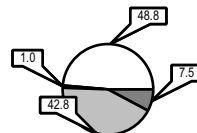
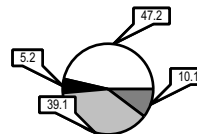
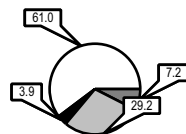
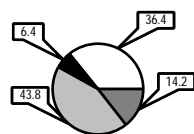
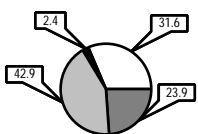
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	230	93.9	20.6	48.1	29.6	1.6	45.5	Yes	Yes
Gender									
Male	129	90.7	27.7	45.5	26.7	0.0	42.6	N/A	N/A
Female	101	98.0	12.5	51.1	33.0	3.4	48.9	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	222	93.7	20.4	48.6	29.3	1.7	45.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	100.0	18.6	48.6	31.1	1.7	47.5	N/A	N/A
Disabled	33	57.6	50.0	41.7	8.3	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	93.9	20.6	48.1	29.6	1.6	45.5	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	93.9	20.9	48.1	29.4	1.6	45.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	205	94.1	20.8	48.8	29.2	1.2	45.2	Yes	Yes
Full-pay meals	25	92.0	19.0	42.9	33.3	4.8	47.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	230	96.5	30.3	55.4	10.8	3.6	27.7	Yes	Yes
Gender									
Male	129	95.3	30.8	50.5	14.0	4.7	31.8	N/A	N/A
Female	101	98.0	29.5	61.4	6.8	2.3	22.7	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	222	96.4	30.5	56.1	10.7	2.7	27.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	100.0	28.2	55.9	11.9	4.0	29.9	N/A	N/A
Disabled	33	75.8	50.0	50.0	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	96.5	30.3	55.4	10.8	3.6	27.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	96.5	30.6	55.4	10.9	3.1	27.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	205	97.1	31.0	54.6	10.3	4.0	28.7	Yes	Yes
Full-pay meals	25	92.0	23.8	61.9	14.3	0.0	19.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	230	99.1	60.2	34.8	3.5	1.5	5.0
Gender							
Male	129	98.4	56.8	38.7	3.6	0.9	4.5
Female	101	100.0	64.4	30.0	3.3	2.2	5.6
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	222	99.1	61.1	33.7	3.6	1.6	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	100.0	57.6	36.7	4.0	1.7	5.6
Disabled	33	93.9	79.2	20.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	99.1	60.2	34.8	3.5	1.5	5.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	99.1	60.8	34.2	3.5	1.5	5.0
Socio-Economic Status							
Subsidized meals	205	99.0	59.0	35.4	3.9	1.7	5.6
Full-pay meals	25	100.0	69.6	30.4	0.0	0.0	0.0

Social Studies							
All Students	230	99.1	48.8	42.8	7.5	1.0	8.5
Gender							
Male	129	98.4	44.1	49.5	4.5	1.8	6.3
Female	101	100.0	54.4	34.4	11.1	0.0	11.1
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	222	99.1	48.2	44.0	6.7	1.0	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	100.0	45.2	45.8	7.9	1.1	9.0
Disabled	33	93.9	75.0	20.8	4.2	0.0	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	99.1	48.8	42.8	7.5	1.0	8.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	99.1	48.7	42.7	7.5	1.0	8.5
Socio-Economic Status							
Subsidized meals	205	99.0	48.3	42.7	7.9	1.1	9.0
Full-pay meals	25	100.0	52.2	43.5	4.3	0.0	4.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	76	100.0	7.5	28.4	62.7	1.5	64.2
	4	78	100.0	22.7	54.5	21.2	1.5	22.7
	5	90	100.0	20.0	55.0	23.8	1.3	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	97.5	15.2	50.0	33.3	1.5	34.8
	4	73	90.4	21.1	36.8	38.6	3.5	42.1
	5	77	93.5	25.8	56.1	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	76	100.0	22.4	61.2	16.4	0.0	16.4
	4	78	100.0	40.9	40.9	18.2	0.0	18.2
	5	90	100.0	26.3	47.5	17.5	8.8	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	98.8	34.3	58.2	7.5	0.0	7.5
	4	73	95.9	21.3	52.5	19.7	6.6	26.2
	5	77	94.8	34.3	55.2	6.0	4.5	10.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	76	100.0	31.3	49.3	17.9	1.5	19.4
	4	78	100.0	50.0	28.8	12.1	9.1	21.2
	5	90	100.0	62.5	27.5	5.0	5.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100.0	61.8	35.3	2.9	0.0	2.9
	4	73	98.6	54.8	38.7	6.5	0.0	6.5
	5	77	98.7	63.4	31.0	1.4	4.2	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	76	100.0	22.4	49.3	25.4	3.0	28.4
	4	78	100.0	39.4	47.0	13.6	0.0	13.6
	5	90	100.0	61.3	35.0	2.5	1.3	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100.0	33.8	51.5	13.2	1.5	14.7
	4	73	98.6	46.8	45.2	6.5	1.6	8.1
	5	77	98.7	64.8	32.4	2.8	0.0	2.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 491)				
First graders who attended full-day kindergarten	90.4%	Down from 100.0%	100.0%	100.0%
Retention rate	3.5%	Up from 3.3%	3.8%	2.8%
Attendance rate	96.4%	Down from 97.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.1%	Down from 6.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 3.7%	0.0%	0.0%
Eligible for gifted and talented	5.4%	Down from 6.7%	3.8%	10.4%
On academic plans	46.6%	N/AV	48.9%	33.6%
On academic probation	30.8%	N/AV	2.6%	1.0%
With disabilities other than speech	4.5%	Up from 4.0%	7.2%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	41.7%	Down from 45.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.6%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	12.0%	Up from 6.9%	2.8%	0.0%
Teachers returning from previous year	72.6%	Down from 76.8%	83.2%	87.3%
Teacher attendance rate	92.7%	Down from 93.6%	94.6%	94.9%
Average teacher salary	\$41,269	Down 0.3%	\$41,286	\$42,485
Prof. development days/teacher	7.7 days	Down from 8.8 days	14.7 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.1 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.4%	Down from 89.9%	88.5%	89.7%
Dollars spent per pupil*	\$7,064	Up 16.2%	\$7,752	\$6,557
Percent of expenditures for teacher salaries*	70.6%	Down from 72.1%	60.4%	64.0%
Percent of expenditures for instruction*	80.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	76.5%	Down from 92.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forest Heights Elementary located in northern Columbia serving approximately 525 students is the only year-round school in the midlands area for five consecutive years. The school has also been named a NASA Explorer School.

The staff and community have collaboratively established and implemented innovative strategies to create a community of families. The school within a school concept allows staff members to develop relationships with families over a period of time and monitor student progress closely the entire time the student attends Forest Heights.

The PACT results show an absolute rating of average while also meeting Adequate Yearly Progress for the past four years. The improvement rating has presented a challenge as the overall staff develops strategies for improving the academic performance of students still scoring below the expected standards. Due to this slow progress towards obtaining good or excellent rating, the staff has participated in a number of grade level appropriate professional development instructional programs, spent planning time on grade level, analyzed standards, reviewed student work, and analyzed the results of local state and national tests. Several innovative practices include the use of Classroom Walk Throughs, Peer Coaching, and the use of PDAs to gather classroom observation data and provide feedback.

The school has established partnerships with the Department of Social Services, which serves as lunch buddies for many students, the foster grandparents program, and other faith-based organizations within the zoned area. The children have participated in extra-curricula activities such as golf, martial arts, digital story writing, electronic music compositions, West African drum and dance, robotics, and the design and launching of rockets.

Forest Heights has received funding to support Distance Learning Network as a NASA Explorer School, which will take place during the 2006-2007 school. Staff members have applied for the Red Carpet Award and were finalists in the Intel and Scholastic Schools of Distinction Award. Our belief is to continue to strive towards excellence for all students.

Cynthia Cash-Greene, Principal
Shane Thompson, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	75	38
Percent satisfied with learning environment	84.6%	82.4%	65.7%
Percent satisfied with social and physical environment	84.6%	85.1%	64.9%
Percent satisfied with school-home relations	55.3%	85.1%	54.3%

*Only students at the highest elementary school grade level at this school and their parents were included.